STAAR®
ALTERNATE 2

State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 6
Reading Language Arts
STAAR Alternate 2

Administered April 2023

RELEASED

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Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Reading Language Arts Grade 6	**Cluster 1**
Reporting Category 1	Reading
Strand 2	Comprehension Skills
Knowledge and Skills Statement	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.
Item 1 Prerequisite Skill	synthesize information to create new understanding with adult assistance (K)
Item 2 Prerequisite Skill	evaluate details to determine what is most important with adult assistance (1)
Item 3 Prerequisite Skill	evaluate details read to determine key ideas (2)
Item 4 Prerequisite Skill	make inferences and use evidence to support understanding (3)

Reading Language Arts Grade 6	**Cluster 2**
Reporting Category 1	Reading
Strand 4	Literary Elements and Genres
Knowledge and Skills Statement	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts–literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
Item 5 Prerequisite Skill	identify and describe the main character(s) (K)
Item 6 Prerequisite Skill	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently (2)
Item 7 Prerequisite Skill	analyze plot elements, including the sequence of events, the conflict, and the resolution (3)
Item 8 Prerequisite Skill	explain the interactions of the characters and the changes they undergo (4)

Reading Language Arts Grade 6	**Cluster 3**
Reporting Category 2	Writing
Strand 6	Composition – Writing Process and Genres
Knowledge and Skills Statement	Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
Item 9 Prerequisite Skill	revise drafts by adding details in pictures or words (1)
Item 10 Prerequisite Skill	edit drafts using standard English conventions, including complete sentences with subject-verb agreement (2)
Item 11 Prerequisite Skill	edit drafts using standard English conventions, including singular, plural, common, and proper nouns (3)
Item 12 Prerequisite Skill	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (4)

Reading Language Arts Grade 6	Cluster 4
Reporting Category 2	Writing
Strand 6	Composition – Writing Process and Genres
Knowledge and Skills Statement	Composition: listening, speaking, reading, writing, and thinking using multiple texts–writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
Item 13 Prerequisite Skill	revise drafts by adding details in pictures or words (1)
Item 14 Prerequisite Skill	revise drafts by adding details in pictures or words (1)
Item 15 Prerequisite Skill	edit drafts using standard English conventions, including capitalization of official titles of people, holidays, and geographical names and places (3)
Item 16 Prerequisite Skill	edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms (4)

Reading Language Arts Grade 6	Cluster 5
Reporting Category 1	Reading
Strand 2	Comprehension Skills
Knowledge and Skills Statement	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.
Item 17 Prerequisite Skill	synthesize information to create new understanding with adult assistance (1)
Item 18 Prerequisite Skill	evaluate details read to determine key ideas (2)
Item 19 Prerequisite Skill	use text evidence to support an appropriate response (2)
Item 20 Prerequisite Skill	make inferences and use evidence to support understanding (3)

READING LANGUAGE ARTS

Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate:* **Here is the article "Accidental Inventions."**
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate:* **Find the microwave oven.**

Stimulus 1

Accidental Inventions

*

An engineer named Percy Spencer had the idea for a microwave oven when he put a candy bar in his pocket and it melted.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the microwave oven,	➨	mark **A** for question 1 and move to question 2.
If the student does not find the microwave oven,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the microwave oven,	➨	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the microwave oven,	➨	mark **C** for question 1 and move to question 2.

Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b. *Communicate:* **Here is more of the article "Accidental Inventions."**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This woman is cooking food in a microwave oven. This woman is cooking food on a stove.**
- *Communicate:* **Find what Percy Spencer accidentally invented.**

Stimulus 2a

Percy Spencer had been working on a piece of equipment called a magnetron. When a candy bar in his shirt pocket quickly melted, he realized that the microwaves in the magnetron had caused the candy bar to melt. Spencer had accidentally invented the microwave oven.

Stimulus 2b

*

microwave

stove

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the woman cooking food in a microwave oven in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find the woman cooking food in a microwave oven in Stimulus 2b,	➨	• model the desired student action by finding the woman cooking food in a microwave oven in Stimulus 2b and *communicate* **"Percy Spencer accidentally invented the microwave oven"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the woman cooking food in a microwave oven in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the woman cooking food in a microwave oven in Stimulus 2b,	➨	mark **C** for question 2 and move to question 3.

Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b. *Communicate:* **Here is more of the article "Accidental Inventions."**
- *Direct* the student to Stimulus 3a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find how the Kellogg brothers invented Corn Flakes.**

Stimulus 3a

Corn Flakes is a popular cereal that was accidentally invented over 100 years ago. John Kellogg and his brother William worked at a health spa. The two brothers wanted to make healthy food for the guests. One day they accidentally ruined a batch of boiled wheat. Instead of throwing away the ruined dough, they rolled the dough into thin, flat sheets. Then they broke the sheets into small flakes. They had accidentally invented a new kind of cereal. They improved on the idea by using corn instead of wheat. Today, millions of people eat Corn Flakes for breakfast.

Stimulus 3b

* They accidentally ruined a batch of boiled wheat.

They accidentally broke the dough into flakes.

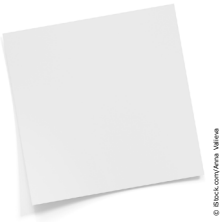
They accidentally used corn instead of wheat.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “They accidentally ruined a batch of boiled wheat” in Stimulus 3b,	➨	mark **A** for question 3 and move to question 4.
If the student does not find “They accidentally ruined a batch of boiled wheat” in Stimulus 3b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student describe what the Kellogg brothers did in Stimulus 3a. **OR** • Highlight “wheat,” “dough,” and “corn” in Stimulus 3b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “They accidentally ruined a batch of boiled wheat” in Stimulus 3b,	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “They accidentally ruined a batch of boiled wheat” in Stimulus 3b,	➨	mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

- *Present* Stimulus 4a and 4b. *Communicate:* **Here is the conclusion of the article "Accidental Inventions."**
- *Direct* the student to Stimulus 4a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* **Find why sticky notes were an accidental invention.**

Stimulus 4a



Like the microwave oven and Corn Flakes, sticky notes were also an accidental invention. Sticky notes are small, colorful pieces of paper that can be stuck to things. If you remove a sticky note from one thing, you can stick it onto something else. You could write a shopping list on a sticky note, for example. Then you could stick it to a kitchen cabinet so that it would not get lost. Later, you could move it from the cabinet and stick it to the front door as a reminder to take it with you to the store.

A chemist named Spencer Silver was working for a company called 3M. He invented a glue that was strong enough to stick but could also easily be removed. The company was not interested in his glue because glue was supposed to be strong and permanent. A few years later, another 3M employee named Art Fry figured out a way to use Silver's temporary glue. Fry, who sang in a choir, was frustrated that the papers he used to mark places in his songbook kept falling out. He used the temporary glue to make page markers that he could stick to his songbook. Because the glue was not very strong, he knew he could remove the page markers without damaging the book.

The 3M Company liked Fry's idea and started making sticky notes. These handy notes were an instant success. Now it is hard to imagine a school or office without them.

Stimulus 4b

The 3M Company invented notes on colorful paper for schools and offices to use.

Art Fry invented page markers that he could move without damaging his songbook.

* Spencer Silver invented a glue that was not strong enough to stick permanently.

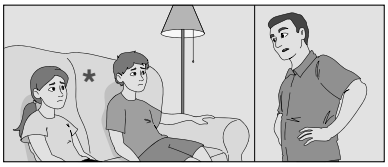
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Spencer Silver invented a glue that was not strong enough to stick permanently" in Stimulus 4b,	➨	mark **A** for question 4 and move to question 5.
If the student does not find "Spencer Silver invented a glue that was not strong enough to stick permanently" in Stimulus 4b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Spencer Silver invented a glue that was not strong enough to stick permanently" in Stimulus 4b,	➨	mark **B** for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find "Spencer Silver invented a glue that was not strong enough to stick permanently" in Stimulus 4b,	➨	mark **C** for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate:* **Here is the story "Knitting Together a Plan."**
- *Direct* the student to Stimulus 5. *Communicate* the title and the text.
- *Communicate:* **Find the boy and girl who need a hobby for the summer.**

Stimulus 5

Knitting Together a Plan



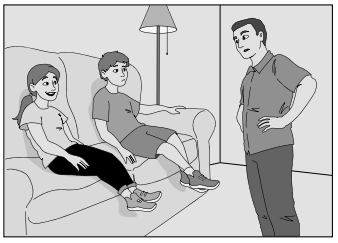
Finn and Chrissy sit together on the couch wondering what they have done wrong. Dad looks at them and says, "You need a hobby—one for each of you or one that you can share. It doesn't matter what it is, but what is important is that you find something to do this summer besides sleeping late and playing video games."

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the boy and girl,	➨	mark **A** for question 5 and move to question 6.
If the student does not find the boy and girl,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the boy and girl,	➨	mark **B** for question 5 and move to question 6.
After the five-second wait time, if the student does not find the boy and girl,	➨	mark **C** for question 5 and move to question 6.

Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b. *Communicate:* **Here is more of the story "Knitting Together a Plan."**
- *Direct* the student to Stimulus 6a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **This is Finn learning to knit. This is Finn taking care of rabbits.**
- *Communicate:* **Find what Dad suggests that Finn choose for his hobby.**

Stimulus 6a



"Knitting!" Chrissy says. "Grandma said she'd teach me whenever I had the time. You could learn too, Finn."

Just as Finn starts to say he wants a dog, Dad speaks. "No dog," he says, "but if you'd like to raise rabbits and show them at the county fair, we could get you a pair."

Stimulus 6b

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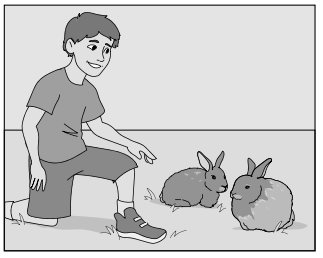
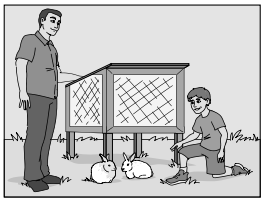


Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds Finn with the two rabbits in Stimulus 6b,	➨	mark **A** for question 6 and move to question 7.
If the student does not find Finn with the two rabbits in Stimulus 6b,	➨	• model the desired student action by finding Finn with the two rabbits in Stimulus 6b and *communicate* **"Dad suggests that Finn should raise rabbits for his hobby"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Finn with the two rabbits in Stimulus 6b,	➨	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find Finn with the two rabbits in Stimulus 6b,	➨	mark **C** for question 6 and move to question 7.

Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b. *Communicate:* **Here is more of the story "Knitting Together a Plan."**
- *Direct* the student to Stimulus 7a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find why Dad says, "The county fair will be here before you know it."**

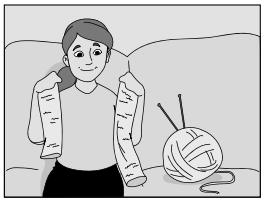
Stimulus 7a



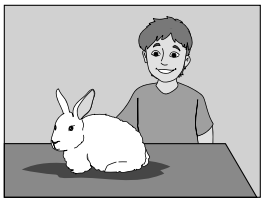
Dad helps Finn build a rabbit cage. Then one Saturday they bring home a pair of Angora rabbits. "Is one a girl and one a boy?" Chrissy asks.

"No way," Finn answers. "I don't want baby rabbits too. These are both females, and they are called 'does.' Males are called 'bucks.' "

Finn learns how to care for his rabbits by keeping them well fed and cool. He makes sure they have plenty of water. He checks their health every day and keeps a record book for each rabbit.



Chrissy spends her summer afternoons with Grandma learning to knit. She makes a pair of long sleeves for Finn to wear over his arms to protect them from getting scratched when he is working with his rabbits. The wool is itchy, and one sleeve is longer than the other.



Finn spends his time learning how to show his rabbits. He practices supporting the rabbit's whole body with his arms as he places it on a table. He faces the rabbit to his left, making sure that the tips of the front feet are even with the rabbit's eyes. He places the tips of the hind feet even with the rabbit's hip bones. Then he makes sure that the beautiful tail is out and not tucked under the rabbit's body.

Finn practices speaking to his family as if they were the judges, describing how he checks each rabbit's ears, eyes, teeth, all the way down to the toenails. He has trained the rabbits so well that they both sit completely still while he talks.

"Nice job," Dad says. "The county fair will be here before you know it."

Stimulus 7b

Dad wants to remind Chrissy that she needs to have something knitted ready to enter at the county fair.

* Dad wants to remind Finn that he has only a short time to practice before he shows the rabbits at the county fair.

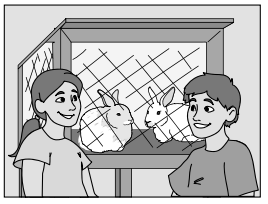
Dad wants to remind Chrissy and Finn that after the county fair, they no longer have to work on their hobbies.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Dad wants to remind Finn that he has only a short time to practice before he shows the rabbits at the county fair" in Stimulus 7b,	➨	mark **A** for question 7 and move to question 8.
If the student does not find "Dad wants to remind Finn that he has only a short time to practice before he shows the rabbits at the county fair" in Stimulus 7b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student use the illustrations in Stimulus 7a to retell the story. **OR** • Highlight the sentence in the last paragraph. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Dad wants to remind Finn that he has only a short time to practice before he shows the rabbits at the county fair" in Stimulus 7b,	➨	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "Dad wants to remind Finn that he has only a short time to practice before he shows the rabbits at the county fair" in Stimulus 7b,	➨	mark **C** for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b. *Communicate:* **Here is the conclusion of the story "Knitting Together a Plan."**
- *Direct* the student to Stimulus 8a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* **Find what Chrissy means when she says, "It's a gift from me and the girls."**

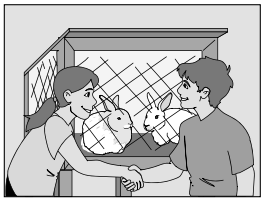
Stimulus 8a



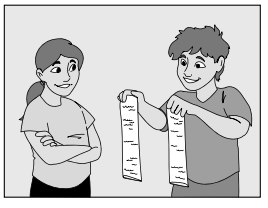
"I could use your help," Finn tells Chrissy one day when she comes out to look at the two beautiful rabbits and watch him work with them. "They need to be brushed every day to remove the old hair, and these two have tons of hair."

Chrissy does not want to spend her time grooming rabbits. And she needs to find a way to earn money so she can buy more wool. "I thought maybe Mom and Dad would have extra chores for me, but then I had another idea. I'm going to see if I may straighten bins and sweep the floors at The Yarn Shoppe in exchange for wool and knitting needles."

"Smart," Finn says, "but I also have a way for you to make money. These rabbits are Angora, as you know, and their wool is valuable. If you help with the brushing, you can have all the wool, which I think you can sell for a good price."



Chrissy is excited. "The Yarn Shoppe has a spinning wheel, and I know they love natural wool. You've got a deal!" She puts out her hand to shake her brother's.



The night before the fair when Finn will show his rabbits, Chrissy gives him a present. She has knitted two equally long sleeves from the whitest, softest Angora wool.

"It's a gift from me and the girls," Chrissy says as she nods at the two rabbits. "Good luck, Finn. You're going to do great!"

Stimulus 8b

* Chrissy wants Finn to know that she used wool from the rabbits to knit the sweater sleeves.

Chrissy wants Finn to know that girls from school helped her knit the new sweater sleeves.

Chrissy wants Finn to know that the girls at The Yarn Shoppe taught her how to use the spinning wheel.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Chrissy wants Finn to know that she used wool from the rabbits to knit the sweater sleeves” in Stimulus 8b,	➨	mark **A** for question 8 and move to question 9.
If the student does not find “Chrissy wants Finn to know that she used wool from the rabbits to knit the sweater sleeves” in Stimulus 8b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Chrissy wants Finn to know that she used wool from the rabbits to knit the sweater sleeves” in Stimulus 8b,	➨	mark **B** for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find “Chrissy wants Finn to know that she used wool from the rabbits to knit the sweater sleeves” in Stimulus 8b,	➨	mark **C** for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to Stimulus 9. *Communicate:* **This sentence about the Houston Livestock Show and Rodeo has been revised by adding details.** *Communicate* the text.
- *Communicate:* **Find the revised sentence about the Houston Livestock Show and Rodeo.**

Stimulus 9

* People from all around the world come to Houston in the spring to watch cowboys and cowgirls compete in the Houston Livestock Show and Rodeo.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the revised sentence about the Houston Livestock Show and Rodeo,	➨	mark **A** for question 9 and move to question 10.
If the student does not find the revised sentence about the Houston Livestock Show and Rodeo,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the revised sentence about the Houston Livestock Show and Rodeo,	➨	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find the revised sentence about the Houston Livestock Show and Rodeo,	➨	mark **C** for question 9 and move to question 10.

Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b. *Communicate:* **Here is more information about the Houston Livestock Show and Rodeo.**
- *Direct* the student to Stimulus 10a. *Communicate* the text.
- *Communicate:* **This sentence needs to be edited. The underlined word is incorrect in the sentence.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the word that correctly replaces the underlined word.**

Stimulus 10a

People on horseback and people with horse-drawn wagons **meeting** to participate in the Houston Livestock Show and Rodeo parade.

AP Photo/David J. Phillip

Stimulus 10b

* meet

meets

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "meet" in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find "meet" in Stimulus 10b,	➨	• model the desired student action by finding "meet" in Stimulus 10b and *communicate* **" 'Meet' is the word that correctly replaces the underlined word"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "meet" in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find "meet" in Stimulus 10b,	➨	mark **C** for question 10 and move to question 11.

Presentation Instructions for Question 11

- *Present* Stimulus 11a and 11b. *Communicate:* **Here is more information about the Houston Livestock Show and Rodeo.**
- *Direct* the student to Stimulus 11a. *Communicate* the text.
- *Communicate:* **The underlined sentence needs to be edited to use capital letters correctly.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the edited sentence that uses capital letters correctly.**

Stimulus 11a

The Houston Livestock Show and Rodeo awards more than 800 scholarships each year. **marybel gomez won a scholarship by showing a pig she had raised that year.** She is one of thousands of students who enter a variety of livestock, from rabbits and chickens to goats and steers, hoping to take home the title of Grand Champion.

AP Photo/Houston Chronicle, Alan Warren

Stimulus 11b

Marybel Gomez won a scholarship by showing a Pig she had raised that year.

Marybel gomez won a scholarship by showing a pig she had raised that year.

* Marybel Gomez won a scholarship by showing a pig she had raised that year.

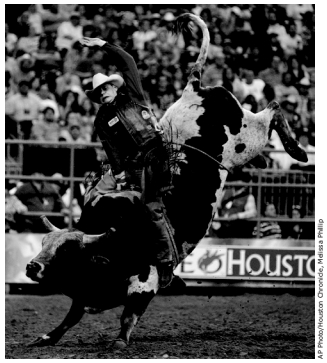
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Marybel Gomez won a scholarship by showing a pig she had raised that year” in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find “Marybel Gomez won a scholarship by showing a pig she had raised that year” in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight “Marybel Gomez” and “pig” in each answer choice. **OR** • Have the student identify the kinds of nouns that begin with a capital letter. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Marybel Gomez won a scholarship by showing a pig she had raised that year” in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “Marybel Gomez won a scholarship by showing a pig she had raised that year” in Stimulus 11b,	➨	mark **C** for question 11 and move to question 12.

Presentation Instructions for Question 12

- *Present* Stimulus 12a and 12b. *Communicate:* **Here is more information about the Houston Livestock Show and Rodeo.**
- *Direct* the student to Stimulus 12a. *Communicate* the text.
- *Communicate:* **The underlined sentences can be combined, and the paragraph can be revised to improve the sentence structure.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the revised sentence that improves the sentence structure in the paragraph.**

Stimulus 12a

Events at the Houston Livestock Show and Rodeo such as bull riding competitions often have the crowd in the stands on the edge of their seats with excitement. In bull riding, the cowboy holds on to a bull rope with just one hand. **The cowboy tries to stay on the bull. The bull tries to send the cowboy flying.**



AP Photo/Houston Chronicle, Melissa Phillip

Stimulus 12b

* The cowboy tries to stay on the bull while the bull tries to send the cowboy flying.

The cowboy tries to stay on the bull tries to send the cowboy flying.

The cowboy and the bull try to stay on the cowboy and the bull.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “The cowboy tries to stay on the bull while the bull tries to send the cowboy flying” in Stimulus 12b,	➨	mark **A** for question 12 and move to question 13.
If the student does not find “The cowboy tries to stay on the bull while the bull tries to send the cowboy flying” in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The cowboy tries to stay on the bull while the bull tries to send the cowboy flying” in Stimulus 12b,	➨	mark **B** for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find “The cowboy tries to stay on the bull while the bull tries to send the cowboy flying” in Stimulus 12b,	➨	mark **C** for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13.
- *Direct* the student to Stimulus 13. *Communicate:* **This is the city of Houston, Texas.** *Communicate* the text.
- *Communicate:* **Find the sentence about Houston, Texas.**

Stimulus 13

* Houston is the largest city in Texas.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the sentence about Houston, Texas,	➨	mark **A** for question 13 and move to question 14.
If the student does not find the sentence about Houston, Texas,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the sentence about Houston, Texas,	➨	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find the sentence about Houston, Texas,	➨	mark **C** for question 13 and move to question 14.

Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b.
- *Direct* the student to Stimulus 14a. *Communicate* the text.
- *Communicate:* **This sentence can be revised to give more details.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that gives more details about Houston, Texas.**

Stimulus 14a

People live in Houston, Texas.

Stimulus 14b

* More people live in Houston than in any other city in Texas.

People live in Houston.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “More people live in Houston than in any other city in Texas” in Stimulus 14b,	➨	mark **A** for question 14 and move to question 15.
If the student does not find “More people live in Houston than in any other city in Texas” in Stimulus 14b,	➨	• model the desired student action by finding “More people live in Houston than in any other city in Texas” in Stimulus 14b and *communicate* **“This sentence gives more details about Houston, Texas”**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “More people live in Houston than in any other city in Texas” in Stimulus 14b,	➨	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find “More people live in Houston than in any other city in Texas” in Stimulus 14b,	➨	mark **C** for question 14 and move to question 15.

Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b.
- *Direct* the student to Stimulus 15a. *Communicate* the text.
- *Communicate:* **The underlined sentence needs to be edited for capitalization.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that uses capital letters correctly.**

Stimulus 15a

More than 145 different languages are spoken in Houston, Texas. **spanish and english are the two most popular languages.** People in Houston also speak Vietnamese, Chinese, Hindi, German, and even Tagalog, to name a few.

Stimulus 15b

Spanish and english are the two most popular languages.

* Spanish and English are the two most popular languages.

spanish and English are the two most popular languages.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Spanish and English are the two most popular languages” in Stimulus 15b,	➨	mark **A** for question 15 and move to question 16.
If the student does not find “Spanish and English are the two most popular languages” in Stimulus 15b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight “Spanish” or “spanish” and “English” or “english” in the answer choices in Stimulus 15b. **OR** • Have the student identify the kinds of nouns that begin with a capital letter. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Spanish and English are the two most popular languages” in Stimulus 15b,	➨	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “Spanish and English are the two most popular languages” in Stimulus 15b,	➨	mark **C** for question 15 and move to question 16.

Presentation Instructions for Question 16

- *Present* Stimulus 16a and 16b.
- *Direct* the student to Stimulus 16a. *Communicate* the text.
- *Communicate:* **The next sentence in the paragraph is missing.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that belongs in the empty box.**

Stimulus 16a

People who live in Houston eat out more times in a week than people in any other city in the United States. There are more than 10,000 restaurants for people to choose from.

Stimulus 16b

Restaurants in Houston have gooder food than the food in more than 70 countries.

Restaurants in Houston have the goodest food than the food in more than 70 countries.

*	Restaurants in Houston have better food than the food in more than 70 countries.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Restaurants in Houston have better food than the food in more than 70 countries” in Stimulus 16b,	➨	mark **A** for question 16 and move to question 17.
If the student does not find “Restaurants in Houston have better food than the food in more than 70 countries” in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Restaurants in Houston have better food than the food in more than 70 countries” in Stimulus 16b,	➨	mark **B** for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find “Restaurants in Houston have better food than the food in more than 70 countries” in Stimulus 16b,	➨	mark **C** for question 16 and move to question 17.

Presentation Instructions for Question 17

- *Present* Stimulus 17. *Communicate:* **Here is the article "Growing a Family Orchard."**
- *Direct* the student to Stimulus 17. *Communicate* the title and the text.
- *Communicate:* **Find where Phillip Gargiulo goes to work every morning.**

Stimulus 17

Growing a Family Orchard

*

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Phillip Gargiulo gets up early every morning to work at his family's business, Masker Orchards, one of the largest apple orchards in New York.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the apple orchard,	➨	mark **A** for question 17 and move to question 18.
If the student does not find the apple orchard,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the apple orchard,	➨	mark **B** for question 17 and move to question 18.
After the five-second wait time, if the student does not find the apple orchard,	➨	mark **C** for question 17 and move to question 18.

Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b. *Communicate:* **Here is more of the article "Growing a Family Orchard."**
- *Direct* the student to Stimulus 18a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **This woman is planting an apple tree. This man is picking apples.**
- *Communicate:* **Find what visitors do when they come to Masker Orchards.**

Stimulus 18a

Masker Orchards has been in Phillip's family for over fifty years. Phillip and his family work year-round making sure the trees are healthy and producing delicious apples. Every fall, they work extra-long hours getting ready for the fall festival when other families come to the orchard to pick their own apples.

Stimulus 18b

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the man picking apples in Stimulus 18b,	➨	mark **A** for question 18 and move to question 19.
If the student does not find the man picking apples in Stimulus 18b,	➨	• model the desired student action by finding the man picking apples in Stimulus 18b and *communicate* **"This is what visitors do when they come to Masker Orchards"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the man picking apples in Stimulus 18b,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find the man picking apples in Stimulus 18b,	➨	mark **C** for question 18 and move to question 19.

Presentation Instructions for Question 19

- *Present* Stimulus 19a and 19b. *Communicate:* **Here is more of the article "Growing a Family Orchard."**
- *Direct* the student to Stimulus 19a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that describes how Phillip helps with the family business.**

Stimulus 19a

Even though he's not yet a teenager, Phillip already knows a lot about running the business. He's been doing different jobs at the orchard since he was small. When Phillip was just five years old, he shared his apple-picking tips with a news reporter. "My secret is to twist them and then pull them to get them off the tree," he said.

Phillip often works with his mother and younger sister in the orchard shop. Masker Orchards is a pick-it-yourself apple orchard. Customers drive their own cars to a tree. Then they have a fun day picking apples. Some customers bring picnic lunches and spend the day. When they're ready to go home, customers bring their apple bags to the store, where they can shop for jams, sauces, and apple pies. When it is time for customers to pay, Phillip adds up the items, gives them their total, and takes their payment.

Stimulus 19b

Even though he's not yet a teenager, Phillip already knows a lot about running the business.

When they're ready to go home, customers bring their apple bags to the store, where they can shop for jams, sauces, and apple pies.

* *When it is time for customers to pay, Phillip adds up the items, gives them their total, and takes their payment.*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "*When it is time for customers to pay, Phillip adds up the items, gives them their total, and takes their payment*" in Stimulus 19b,	➨	mark **A** for question 19 and move to question 20.
If the student does not find "*When it is time for customers to pay, Phillip adds up the items, gives them their total, and takes their payment*" in Stimulus 19b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight each of the answer choices in Stimulus 19a. **OR** • Have the student tell the jobs Phillip did while working at the family orchard. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "*When it is time for customers to pay, Phillip adds up the items, gives them their total, and takes their payment*" in Stimulus 19b,	➨	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "*When it is time for customers to pay, Phillip adds up the items, gives them their total, and takes their payment*" in Stimulus 19b,	➨	mark **C** for question 19 and move to question 20.

Presentation Instructions for Question 20

- *Present* Stimulus 20a and 20b. *Communicate:* **Here is the conclusion of the article "Growing a Family Orchard."**
- *Direct* the student to Stimulus 20a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate:* **Find why working at Masker Orchards is important to Phillip.**

Stimulus 20a

Phillip's mother has been working at the orchard since she was four years old. "Growing up, it was good and bad," she says. "From August to Halloween, I would be busy. In high school, you want to be with your friends." However, because she was working, she often did not have time for social activities.

Phillip has saved most of the money he has earned working at Masker Orchards. He plans to buy a car and to help pay for college. Even though Phillip likes earning money, working at the orchard means that Phillip must get up very early for work when he would rather sleep late. And he would like to have more time to play baseball with his friends.

Even so, Phillip appreciates the opportunity to work at the orchard. "I'm learning how to run a business," he says. "I'm learning to do things that I will need for the rest of my life. And I'm spending time with my family. I love it."

Phillip plans to continue his work at Masker Orchards when he becomes an adult. He wants to keep it running for another fifty years. In fact, he hopes to hire his own children to work there someday.

Stimulus 20b

* Phillip likes learning skills he will need in the future when he runs the family business.

Phillip likes getting up early and working at the orchard better than sleeping late every morning.

Phillip likes knowing that his mother has been working at the orchard since she was four years old.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Phillip likes learning skills he will need in the future when he runs the family business” in Stimulus 20b,	➨	mark **A** for question 20.
If the student does not find “Phillip likes learning skills he will need in the future when he runs the family business” in Stimulus 20b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Phillip likes learning skills he will need in the future when he runs the family business” in Stimulus 20b,	➨	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find “Phillip likes learning skills he will need in the future when he runs the family business” in Stimulus 20b,	➨	mark **C** for question 20.

TEST INSTRUCTIONS

STAAR ALTERNATE 2
GRADE 6
Reading Language Arts
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